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ABSTRACT

The curriculum guide presents a working draft of the fourth grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals (development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key questions suggested activity format involves students in gathering and organizing data, and in analyzing its content and implications. The fourth grade unit is presented in two sections. Section I pertains to the geography of Maryland, studying how land forms, bodies of water, natural resources, and climatic conditions affect people in the state. Activities emphasize how environmental and geographical features determine the way people in Maryland live and meet their needs. Section II covers the growth and development of the state during the colonial period, focusing on the goverment and economic system. Activities study the contributions of outstanding citizens and ethnic and cultural groups during this period. Each section includes key questions relating to the topic, a list of community resource people and places to visit, and a bibliography briefly annotating many tradebooks, texts, and multimedia resources. Some handouts for duplication are included. (CK)

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Grade 4

Maryland - Geography

Maryland - History of the Colonial Period

1978

Allegany County Board of Education, Cumberland, Md.

Maryland State Dept. of Education, Baltimore

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Foreword

The curriculum guides for social studies were developed with funds obtained as a grant from the federal government for ethnic heritage studies. Teachers, principals, supervisors, members of the Ethnic Heritage Advisory Council, and consultants from the Maryland State Department of Education cooperatively developed the teaching units. New Perspectives in Intergroup Education, Volume I, a publication of the Maryland State Department of Education, was used extensively as a resource in the development of the social studies curriculum.

Units have been selected and sequenced at each grade level to give a comprehensive understanding of the social sciences, to correlate learning at each grade level, and to avoid duplication of the topics studied. The key questions, activities, and materials identified have been carefully selected to support the goals, conceptual statements, and skill statements of each grade.

Each unit provides opportunities to learn new information and to learn new skills and attitudes. Ethnic heritage studies; family life; career, consumer, law, and environmental education are inherent in each unit.

Teachers are encouraged to use their creativity and individuality in adding activities which will improve the teaching-learning packages for their students and fulfill requirements in the area of social studies.

The guides should help teachers assist their students in gaining understanding to deal with the problems of living in a complex society.

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Goals, Conceptual Statements, Skill Statements, and Behaviors of the Social Studies Curriculum

The social science program described is designed to accomplish three major goals in grades K-6. The goals are as follows:

Goal I - To know the fundamental concepts of the social sciences.

Goal II - To know the fundamental skills needed to engage in the processes of the social sciences--gathering information, organizing information, identifying problems, and solving problems.

Goal III - To develop social attitudes consistent with democratic values.

Each unit in the social science program is designed to achieve the identified goals. Content is used to develop concepts in the areas of history, geography, family life and human development, environmental education, career education, economics, political science, and ethnic/cultural studies. The overall plan for the program is consistent with the existing county curriculum. Basic changes have been made in order to eliminate duplications particularly evident at the primary levels and to provide a plan which will help teachers to implement effectively the state mandated and the county programs within a realistic time allotment.

Two units will be taught at each grade level. These units will be developed by teachers in curriculum workshops which will be held during the 1978-79 school year and during the summer of 1979. The funding for the curriculum development workshops has been made possible through a federal grant in ethnic heritage studies.

Goal I - The goal of the program is to help the student know the fundamental concepts of the social sciences.

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement I-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love.

Subconceptual Statement I-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs.

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance.

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture.

Conceptual Statement IV - People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services.

Conceptual Statement V - People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences.

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment.

Goal II - The goal of the program is to help the student know the fundamental skills needed to engage in the processes of the social sciences.

Skill Statement I - The student will gather information by:

observing, interviewing, reading, listening, and interpreting pictures, maps, globes, charts, and tables.

Skill Statement II - The student will organize information by:

classifying, comparing, labeling, generalizing, hypothesizing, selecting and organizing topics.

Skill Statement III - The student will identify problems by:

recognizing problems from several viewpoints, clarifying values, and restating problems.

Skill Statement IV - The student will solve problems by:

thinking of alternative actions, predicting consequences, making workable decisions, and evaluating and revising decisions.

Goal III - The goal of the program is to enable the student to participate in curriculum experiences in such ways as to develop the following social attitudes:

- Worth of the individual
- Equality of rights and liberties
- Equality of opportunity for self-development
- Rights of groups
- Priority of the common good
- Freedom of inquiry and expression
- Willingness to act on the basis of reasoned conclusion
- Government based on law
- Ability of people to govern themselves
- Freedom of economic competition consistent with the general welfare
- Values of both competition and cooperation
- Maximum individual freedom under law
- Peaceful means of solving international problems
- Devotion to the heritage of the past
- Commitment to perpetuate ideals of American life

For the Teacher:

Three goals and six conceptual statements serve as the basis for the social studies curriculum. The key question - suggested activity framework of the units will involve you and the students in gathering and organizing data, and in analyzing its content and implications. Participation in a variety of activities will clarify the conceptual statements and help answer the key questions.

The time allotted for social studies at each grade level does not permit use of all the suggested activities. You will want to choose many of the activities listed under each conceptual statement to develop the concepts with the children. You are encouraged to use your creativity in identifying additional activities which will be appropriate for the children you teach and at the same time nurture the behaviors listed in the social studies curriculum.

Although a specific time is scheduled in each class for the teaching of social studies, the topics explored are excellent vehicles for skill development during the reading, spelling, writing, and computing classes.

SCIENCE/HEALTH/SOCIAL SCIENCE PROGRAMS

	Minutes Alloted per Day	Minutes Alloted per Week	SCIENCE 6 Weeks 600'	SCIENCE 6 Weeks 1800'	SCIENCE 6 Weeks 600'	SCIENCE 6 Weeks 1800'	HEALTH 6 Weeks 600'	HEALTH 6 Weeks 1800'	SOCIAL SCIENCE 6 Weeks 600'	SOCIAL SCIENCE 6 Weeks 1800'	SOCIAL SCIENCE 6 Weeks 600'	SOCIAL SCIENCE 6 Weeks 1800'	OTHER 6 Weeks 600'	OTHER 6 Weeks 1800'
Kindergarten	20	100	PHYSICAL Exploration - Child		LIFE and the Environment		PERSONAL CARE		Home and Family					
1	20	100	PHYSICAL Matter		LIFE Familiar Animals		Nutrition		School		Neighborhood			
2	25	125	PHYSICAL Change		LIFE Plants		Family Life		Communities - People		Communities - Goods and Service			
3	35	175	PHYSICAL Machines		LIFE Unusual Organisms		Safety		Allegany Co. Past and Present		Indians Past and Present			
4	45	225	PHYSICAL Energy		LIFE (Animal and Plant) Interrelationships		Digestive System ENERGY		Maryland - History of the Colonial Period		Mary'and - Geography			
5	55	275	PHYSICAL Space		LIFE (Animal and Plant) Microorganisms		Lungs/Respiratory System		United States - Our Expanding Nation		United States - Interdependence of Regions			
6	60	300	PHYSICAL Air, Land, and Water		LIFE (Animal and Plant) Ancient Plants and Animals		Heart/Circulatory System		Major Cultures - A Comparative Study		Political Science			

Social Sciences

Maryland - Geography

Grade 4

The material in this unit pertains to the geography of Maryland. It is a regional study of how land forms, bodies of water, natural resources, and climatic conditions affect people.

GOAL 1 - THE GOAL OF THE PROGRAM IS TO HELP THE STUDENT KNOW THE FUNDAMENTAL CONCEPTS OF THE SOCIAL SCIENCES.

Conceptual Statement I

People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement 1-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love, by:

Behaviors - (Level II)

a. Producing evidence to prove that families of long ago had wants as well as needs.

b. Exhibiting increasing empathy with other people by describing how the other people feel when they give or receive affection.

c. Describing the essential components of friendship.

d. Differentiating between biological and psycho-social needs.

Subconceptual Statement 1-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs by:

Behaviors - (Level II)

a. Investigating various communities with different cultures to determine how needs are met through the use of technology, societal relationships, and interdependence with other communities.

b. Explaining how life styles affect the needs of individuals.

c. Explaining the differences in types of shelter in terms of climatic conditions.

d. Investigating building materials available and in use in the county/state.

e. Explaining ways in which families long ago may have been interdependent.

f. Predicting how one's life might change if community workers could not be depended upon to help provide needs and wants.

Conceptual Statement II

People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms by:

Behaviors - (Level II)

b. Identifying the structure of the governing body in Maryland.

d. Describing the structure of the proprietory form of government in effect in the colony of Maryland.

e. Investigating the role of various appointed commissions which assume governing powers to solve county-wide/ state-wide problems.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people by:

Behaviors - (Level II)

a. Describing the function of the county/state governing bodies.

b. Describing government policies which strongly affect the social and economic development of the county/state.

c. Showing evidence that the county/state government plays an increasingly important role in the development and use of natural resources.

d. Evaluating the degree to which the Council met the needs of Maryland's Indians for comfort and security.

e. Tracing the history of the county/state political systems.

f. Listing the services provided by county/state government.

g. Hypothesizing a local or state crises in which the judicial functions of the government must be employed against the executive branch of government.

h. Debating the position in which the rights of the majority are secure but rights of the minority are protected.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect by:

Behaviors - (Level II)

a. Verifying the fact that there is a need for rules in order to make the state a safe place to live and work.

b. Discussing the need for citizens of a state to know and obey the regulations established for the state.

c. Identifying the methods of justice used by the colonists and comparing them with those used today.

d. Describing the role of a law enforcement group in protecting the rights of citizens.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance by:

Behaviors - (Level II)

a. Explaining that responsible citizenship is a factor in developing an effective county/state government.

b. Examining the consequences resulting from certain laws in effect during Maryland's early history; i.e., "Toleration Act" 1826 Jew Bill, State Emancipation Act of Blacks.

c. Investigating the nature of special interest groups and lobbying organizations and determining their effect on county/state policy and legislation; i.e.,

- Coalition on Surface Mining
- Citizens for Equality in Education
- Citizens for Decency
- Preservation Society
- League of Women Voters

d. Initiating a petition in order to effect a change in school policy.

e. Writing a letter to county/state officials and/or newspaper supporting or opposing a bill under consideration that has local implications.

Conceptual Statement III

People must have a knowledge of the ethnic and cultural composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills by:

Behaviors - (Level II)

a. Listing words in other than English which are in common use; i.e., au revoir, auf wiedersehen.

b. Stating how a person can maintain one's individuality and do what is thought to be right when others attempt to exert an opposing influence.

c. Identifying forms of discrimination.

d. Evaluating in an objective manner one's behavior and that of others.

e. Identifying ways in which people conform or fail to conform to set standards.

f. Identifying insensitive attitudes involved in a given situation.

g. Identifying those responsibilities which every individual must assume in order to fully enjoy one's rights.

h. Stating solutions for resolving inequalities.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture by:

Behaviors - (Level II)

a. Determining the contributions of more than one ethnic group to the culture of Maryland.

b. Describing the contributions of several leading representatives of different ethnic/cultural groups to the total culture of Maryland.

c. Examining the settlement patterns of the various ethnic groups in early Maryland.

d. Describing the ways in which ethnic groups live together as members of a large total culture yet retaining their individuality.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture by:

Behaviors - (Level II)

a. Investigating the culture of the homeland of the original settlers of Maryland
   - England
   - Scotland
   - Germany
   - Wales
   - Ireland
   - Italy
   - Yugoslavia

b. Citing factors indicating whether or not early settlers would have come to Maryland if conditions in Europe then had been similar to present conditions.

d. Researching the origin of later settlers and citing contributions made to the culture of Maryland; i.e., Blacks, Indians, Cambodians, Vietnamese, Chinese.

Conceptual Statement IV

People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources by:

Behaviors - (Level II)

a. Identifying resources in Maryland and describing their impact on economic development.

b. Classifying the state's resources into renewable and non-renewable categories.

c. Explaining the state's interdependence with other areas or regions.

d. Describing conflicts which have arisen over use of natural resources; i.e., coal.

e. Describing ways of conserving state resources which are in short supply.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions by:

Behaviors - (Level II)

a. Describing the economy in the State - past and present - in relation to settlement patterns and labor force.

b. Describing how the utilization of resources depends on the values of people and their level of technology.

c. Showing evidence that the standard of living within the state depends on what people do with the available resources.

d. Describing how technology can be used to bring about both beneficial and harmful changes in environment.

e. Discussing how modern technology has increased the interdependence of the county/state/nation.

f. Discussing the part specialization plays in quality and quantity of production.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services by:

Behaviors - (Level II)

a. Identifying products originating in Maryland.

b. Tracing a raw material found in Maryland from its origin to its final distribution.

c. Engaging in the study of a local product focusing on securing raw materials, processing, packaging, marketing, and advertising.

d. Listing skills required by the employee in a specific local industry.

e. Studying the impact which the coal industry has had and will have on the economic development of Allegany County/ state/country.

f. Determining how the energy crisis affects the production and utilization of goods and services.

Conceptual Statement V

People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures by:

Behaviors - (Level II)

a. Showing evidence that every facet of modern life has roots in the past.

b. Hypothesizing how and why the Indians/early settlers came to Maryland.

c. Recognizing that the early citizens of Maryland were influenced more by the natural environment than citizens are today.

d. Collecting and presenting data and artifacts from older members of Allegany County/Maryland focusing on early education, transportation, occupations, recreation, and home life.

e. Comparing present day methods with those used by the early Indians and colonists in Allegany County/Maryland; i.e., communication, transportation.

f. Collecting folk lore indigenous to Allegany County/Maryland.

g. Determining the origin of the Indian names which are presently used in Allegany County/Maryland.

h. Tracing the origins of the names of persons, streets, areas.

i. Visiting significant land marks in Allegany County/Maryland; i.e., Toll House, Iron Furnace, Canal, Annapolis, Fort Frederick, Antietam.

j. Tracing the development of an industry of Allegany County/Maryland; i.e., glass, brickmaking, fishing.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences by:

Behaviors - (Level II)

c. Explaining how new ideas or inventions may have implications for future change in the way of life.

b. Participating in activities that preserve the past for future generations of Maryland: i.e., Springs Festival, Timonium State Fair.

c. Predicting how present projects may affect the economic and cultural growth of the state.

Describing ways of conserving the resources of Maryland.

Conceptual Statement VI

People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems by:

Behaviors - (Level II)

a. Comparing urban and rural settlement patterns in the state.

b. Discussing the geographical factors which have played a significant role in the development of the state.

c. Finding an optimal location for a given business or industry in the county/state in terms of topography, transportation availability, and personnel for employment.

d. Describing the effects of location upon occupations of people in the state.

e. Studying and constructing maps and charts which provide information about components of the natural environment in the county/state.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment by:

Behaviors - (Level II)

a. Identifying reasons why large portions of the population are clustered in specific regions.

b. Describing the effect of location and topography upon the occupations of the people in a region.

c. Discussing those features of the natural environment which have helped to determine the location of cities in the county and state.

d. Predicting that the unwise use of natural resources in Maryland can result in tremendous costs to future generations.

e. Justifying that the location of Allegany County/Maryland is of great importance in determining its character.

f. Identifying ways man reuses resources.

g. Describing ways of conserving resources which are in short supply.

h. Listing environmental changes which have an effect on individuals and social institutions.

Maryland - Georgraphy

Grade 4

Key Questions:

1. What are the basic needs of the people in Maryland?
2. How do the environment, traditions, and customs determine the way people in Maryland live and meet their needs?
3. How does the government affect the way people use the environment?
4. How do the customs and traditions of the people influence the way the environment is used?
5. How is the growth of the economy in Maryland influenced by environmental factors?
6. How is the environment affected by events and people?
7. How do the environmental and geographical features affect people in Maryland?

Social Science

Maryland - Geography

Grade 4

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Questions:

1. What are the basic needs of the people in Maryland?

2. How do the environment, traditions, and customs determine the way people in Maryland live and meet their needs?

Suggested Activities

List the basic needs of the people in Maryland. Illustrate each one.

List the people you rely upon to provide your needs and satisfy your wants

Describe ways your basic needs can be met with limited resources.

Show how human as well as environmental conditions affect how you live. Choose a descriptive phrase from each of a number of condition boxes to use to write a story. Examples of condition boxes: ability box, goal box, problem box, scene box, etc.

Respond to the statement: "In order to be happy and successful, people have certain needs and wants." List the needs and wants separately and rate them. Explain your rating scale.

Describe ways in which different environments provide opportunities for the fulfillment of people's needs by completing a chart similar to the following:

Concept I

Suggested Activities

ENVIRONMENT

Need	Urban	Suburban	Rural
sanitation	garbage collection	garbage collection	landfill
protection			
beautification			
air			
water			
production of goods			
distribution of goods			

Predict how your life would be changed if community workers did not fulfill their responsibility to provide for the needs and wants of the people in Maryland. Illustrate your prediction.

Research to discover different ways ethnic groups share their traditions and customs with other people. Describe how these activities satisfy emotional needs.

Discover differences in types of shelter in Maryland. Determine ways that climatic conditions influence different types.

Investigate the types of building material found in Maryland and how each is used. Display examples of building materials.

Suggested Vocabulary

Conceptual Statement I

Key Questions 1, 2

condition
sanitation
distribution
emotional
ethnic
climatic
influence
urban
suburban
rural

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Key Question:

3. How does the government affect the way people use the environment?

Suggested Activities

Research the regulatory agencies which govern the seafood industry. Explain their function.

Obtain a brief description of the strip mining laws from the Bureau of Mines in Westernport. List the main provisions of the law.

Investigate the role of special interest groups in the establishment of state parks. Identify one park and determine the effect it has on a geographical area.

Develop a time line showing the important events resulting in the establishment of the C&O Canal National Historical Park.

Interview a conservationist to learn about the rules and regulations that are observed to protect the environment. (forest rangers, park rangers, game warden) Discuss the importance of having rules and regulations.

Investigate the role of government in solving statewide problems affecting the environment. Explain the process. (ITV Lessons 12, 13, 14, Maryland are a good resource.)

List governmental agencies that affect the health and social development of people in Maryland. Select one agency and describe how it affects you.

List the natural resources of Maryland. Choose one and make up laws to govern its use. Be able to support your laws and tell how you would enforce them.

Select a public place to visit. Obtain a list of rules you must observe while visiting that place. Delete or add any rule and be able to support your decision.

Concept II

Suggested Activities

Identify types of handicaps and suggest changes that could be made in the environment to insure that handicapped people have equal opportunities.

Describe how you would feel if you were unable to visit a state park because you are handicapped. Design a park where the needs of the handicapped have been considered.

Pretend you are a farmer. You planted 12 acres in oats. The government has only allotted you 10 acres. You are told to plow under 2 acres. Explain how you feel about this regulation.

Suggested Vocabulary

Conceptual Statement II

strip mining
regulations
special interest groups
conservationist
agency
social development
natural resource
form
function
delete
handicaps

Conceptual Statement III - People must have a knowledge of the ethnic and cultural composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Question:

4. How do customs and traditions of people in Maryland influence the way the environment is used?

Suggested Activities

Explain why pollution is such an important issue affecting people in Maryland.

Role play a crabber meeting the captain of a pleasure boat. He has observed the occupants polluting the water. Each will give his viewpoint.

Identify your responsibilities to your environment. The following will assist you in your thinking:

Rights	Responsibilities
If I want to	I must . . . . .
If I can	then I must . . . .
If I am to have	then I must . . . .

View appropriate lessons pertaining to customs, traditions, or environment in the ITV series, Maryland. Discuss the program using suggestions in the teacher's guide. (If necessary, arrange with your media specialist for taping.)

Evaluate print and non-print material about Maryland and discuss the emphasis placed on Western Maryland. Express your opinion. Collect or list pictures and articles you would include if you were publishing material.

Investigate elements of your environment. Compare your environment with other types. Establish how needs are met in each.

Suggested Vocabulary

Conceptual Statement III

pollution
crabber
occupant
responsibility
impede

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Conceptual Statement IV - People must understand the nature and function of economic systems.

Key Question:

5. How is the growth of the economy in Maryland influenced by environmental factors?

Suggested Activities

Select a major product of Maryland and trace its development from the raw material to the consumer. Focus upon processing, packaging, marketing, and advertising.

Describe alternatives to building new roads in Maryland.

Explain how the development of recreation on the Eastern Shore has been influenced by the Chesapeake Bay Bridge.

Investigate growing specialty crops in the regions of Maryland. Explain why each crop is located in its particular area.

Investigate the process of dredging in the waterways of Maryland. Demonstrate a comparison of erosion and dredging. Cite the effects of dredging on Maryland's environment: the channel in the Port of Baltimore, the beaches at Ocean City, etc.

Identify industries or places of business which once were located in your area but no longer are there. Find out what they produced. Examine why they came to the area and why they left.

Display plans for ways to use the land now occupied by buildings no longer in use in Maryland.

Prove that the pollution of the Chesapeake Bay has an impact on the economy of Maryland.

Compile a list of products that are handled at the Baltimore Harbor. Identify those that you use.

Debate the issue of industrial coal use vs environmental pollution. Consider the effect of both on the economy of Maryland.

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Concept IV

Suggested Activities

Plot on a state map all of the waterways belonging to Maryland or used extensively as is the Chesapeake and Delaware Canal. List industries and activities associated with Maryland because of this vast amount of water.

Invite a representative from an industry in your county to discuss how technology brings about beneficial and harmful changes to the environment.

List Maryland's resources. Plan ways to conserve the resources.

List the kinds of work created by an industry. Example: broiler industry.

Show industries and products on a Maryland map.

Make a list of materials found in each geographical region which are useful for manufacturing.

View 20th Century Maryland, Its Problems and Its Promises. Contrast the life styles resulting from man's interaction with environment. List problems and promises.

Contrast the raising of beef cattle in the Allegany Plateau with dairying in the Piedmont.

Write two real estate ads, one selling farmland in Western Maryland, and the other selling farmland on the Eastern Shore. Each piece of land is 250 acres. State the differences in each region where the farm is located that may attract a buyer.

Identify products originating in Maryland. Display and categorize the items.

Trace a raw material found in Maryland from its origin to its final distribution.

Invite a representative from Westvaco to make a presentation about securing raw materials, processing, marketing, and protecting the environment.

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Suggested Vocabulary

Conceptual Statement IV

interaction
dredging
broilers
industries
technology
produced
erosion
specialty crop
raw material
channel
Appalachian
beneficial
alternatives

Conceptual Statement V - People must understand the importance of significant human experiences.

Key Question:

6. How is the environment affected by events and people?

Suggested Activities

Forecast the future of the Kelly Springfield Tire Company if laws were passed preventing them from selling tires to people in another state. Cite ways this would affect the economy of Cumberland and the environment.

Predict the effect on the environment if synthetic fuel is produced in Allegany County.

Research conservation practices in forests. Design a poster about one practice.

Pretend you are an ecology expert. Tell how plants, animals, and people relate to their environment. Illustrate or diagram.

Contrast the lives of early citizens in Maryland with citizens today. Focus on the effect of the people on the natural environment.

Research solar power as a source of energy. Predict the effect that the use of this source may have upon Maryland's people in the future.

Role play two merchants talking about the effect that a new shopping center may have on their respective businesses.

Predict what would happen to the environment if radioactive materials escaped from the nuclear power plant at Calvert Cliffs. Record your prediction on a cassette tape.

Collect news articles about new ideas or inventions. Select one and describe the changes that may occur in the ways people will use their environment in the future.

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Concept V

Suggested Activities

Consider these forms of discrimination: name calling, blaming others without proof, segregation. Cite instances when you have been the victim of each type of discrimination.

List the characteristics of a person who pollutes and one who does not. Analyze your findings.

Suggested Vocabulary

Conceptual Statement V

synthetic fuel
ecology
solar
respective
radioactive
discrimination
segregation
characteristics
analyze

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Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question:

7. How do environmental and geographical features affect people in Maryland?

Suggested Activities

Chart kinds of seafood found in Maryland waters. Describe the effect of the seafood industry on the people of Maryland.

Locate important centers for preserving and packaging foods in the state. Explain why they are located where they are.

Obtain Maryland road maps from the Maryland Department of Highway Administration. Make a puzzle out of a Maryland road map to show the configuration of counties in Maryland. Cut counties apart on boundary lines.

View the filmstrip, "Maryland Overview", by Joseph Mealey Associates. Write an expository paragraph telling why you think Maryland should be called "America in Miniature".

View filmstrips about regions of Maryland. Develop an outline of each geographical region.

Make an imaginary state outline map relocating the boundaries of Maryland, the twenty-three counties, Baltimore City, and the geographical features. Attach your imaginary map of Maryland to a letter written to a person who is planning to move his family to a new state. Try to influence him to move to your Maryland.

Write a business letter to the Chamber of Commerce of one of Maryland's counties requesting information about the county's geographical features, products, and places of interest. Make a bulletin board to share your information.

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Concept VI

Suggested Activities

Construct a relief map of the state. Color code the regions. Identify the major geographical features of each region.

Use an outline map to indicate where population clusters are located in Maryland. Explain why you think population clusters are unevenly distributed throughout the state.

Graph the population growth in Maryland from 1950 to 1979.

Make graphs to indicate the rainfall, temperature, and growing season of each geographical region of Maryland. Compare them. Explain why you would choose to live in a particular region.

Identify the geographical features of a Maryland county which are responsible for industries locating there.

Place an imaginary island anywhere on the earth. You must develop the island to live on it. Decide where it will be located, its size, geographical features, resources, and products. Make a map of the island, indicating where cities, transportation routes, and industries are located. Make a legend.

Write an ending for this situation: We have run out of gasoline for automobiles, trucks, airplanes, and buses. Draw a picture to illustrate a solution.

Invite a realtor, farmer, planner, forester, city or county engineer, etc., to explain and discuss the factors which determine the value of land in different areas.

Write a newspaper article telling how pollution has affected farming or fishing in a geographical region of Maryland.

Investigate the problems of water and air pollution and the reduction of resources to meet energy needs. Debate the statement: "We should build nuclear power plants and strip mine coal." Contrast the need for energy with the need for clean environment.

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Concept VI

Suggested Activities

Construct a model or illustrated plan of a city of the future in which no automobiles are used. Consider people's needs and wants.

Pretend you are a river. Write a letter of complaint to the citizens of Maryland about pollution.

Mount environmental pictures of the four geographical areas of Maryland on a bulletin board. Study the pictures and discuss the interdependence of the cities, transportation, occupations, and development of the environment.

List industries in Maryland. Tell which geographical features influenced the location of these industries.

View the filmstrip, "Geography of Maryland." Identify the elements of geography used to study a region. Record facts about Maryland under each element.

Research and list different kinds of farming in Maryland. Discuss reasons for differences.

Role play two children; one from Maryland, and the other from another state; on a camping trip. The child from outside Maryland asks, "What's so great about Maryland?"

List terms associated with the seafood industry. Match terms with the seafood to which it applies. Let's Learn About Maryland, pages 73-77, can be used as a resource.

Identify products which can be recycled. Initiate a class or school project to collect reuseable materials.

Compare the Eastern Shore to the Western Shore area. Consider land forms, climate, and occupations. Discuss how this affects the life of the people in the area. Read pages 78-82 in Let's Learn About Maryland.

Concept VI

Suggested Activities

Role play a state planner. Predict how geography and environment will affect the life of Maryland citizens in the year 2000.

Trace the history of coal mining from its discovery to present day. List the methods of mining used. Discuss the advantages and disadvantages of each.

Illustrate the different types of soil erosion. Explain methods of control.

Determine the geographical factors which have influenced the development of Maryland.

Compare the uses of coal, oil, natural gas, and wood as sources of energy. Survey your classmates to find which sources are used in their homes. Graph your findings.

Suggested Vocabulary

Conceptual Statement VI

census
preserving
configuration
relief map
clusters
planner
solution
nuclear
miniature
element
complaint
erosion
region
geography
features
resources
distributed
control

Grade 4

Maryland - History of the Colonial Period

Social Sciences

Maryland - History of the Colonial Period

Grade 4

This unit pertains to the growth and development of Maryland with emphasis on its government and economic system. It is developed through a study of the contributions of outstanding citizens and/or ethnic and cultural groups during the colonial period of Maryland's history.

Maryland - History of the Colonial Period

Grade 4

Key Questions:

1. What were the basic human needs of people in colonial Maryland?

2. How did the different backgrounds of the people affect how their basic needs and wants were met or satisfied in their new environment?

3. How did the government of Maryland change to meet the needs of its people?

4. How did ethnic/cultural groups living in colonial Maryland contribute to the life style of its people?

5. How did the economic system in Maryland develop?

6. How have events and people influenced the life style in Maryland?

7. How did environmental and geographical features affect the development of colonial Maryland?

Maryland - History of the Colonial Period

Grade 4

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Questions:

1. What were the basic human needs of people in colonial Maryland?

2. How did the different backgrounds of the people affect how their basic needs and wants were met or satisfied in their new environment?

Suggested Activities:

State a need or want of the Maryland colonists. Classify the needs and wants under the proper heading: NEEDS WANTS

Listen to the tape, "Ark and Dove", distributed by the Board of Education. It should be available in each school or from the resource center. Compile a list of the basic human needs expressed. Compare the ways the settlers' needs were or were not met with the ways your needs are or are not met.

Investigate relationships with Yaocomico Indians upon arrival at St. Mary's by reading portions of Princess Mary of Maryland, and pages 23-28 of My Maryland, or pages 21-25 of Your Maryland. Relate how agreements between the settlers and the Indians contributed to the settlers' immediate basic needs.

Imagine that you have been sent to colonial Maryland from the present day. Select three other children and present a skit dramatizing the problems you encounter. Follow this with a class discussion as to those human needs portrayed.

Contrast life in Avalon (My Maryland, pages 4-6, and Your Maryland, page 13) with life in colonial Maryland. Explain how better planning ensured meeting the needs of colonial settlers.

Write a paragraph describing how a person in colonial Maryland met his basic needs. In another paragraph, describe conditions if, for example, only salt water were present. Omit a basic need other than water and perform the same task.

Read the play, "The Settlement of Maryland", in Great Moments in Maryland History. Complete activities 2 or 6 pertaining to basic needs on page 23.

Concept I

Suggested Activities

Research the founding of Jamestown and Plymouth, as well as the early days at St. Mary's. Contrast the ways in which each group met or had difficulty meeting basic needs. Chart them, using the following format:

COLONY	FOOD	SHELTER	ENVIRONMENT	CLIMATE
Virginia				
Maryland				
Plymouth				

Choose the colony in which you would have liked to settle. Provide evidence to support your choice.

List the items brought on the Ark and Dove which would indicate that Lord Baltimore planned to provide for the basic needs of the colonists.

Role play a meeting of two children with one designated as a colonial child and the other as an Indian child. Through sign language, demonstrate the exchange of gifts; perhaps craftwork, toys, mirror, bells, bean shooter, bow and arrow, whistles. Discuss how this activity shows that friendship is a basic need.

View the film, "Free to Be You and Me. Pretend that you are in a situation where you must make all new friends. Discuss the methods you use to make friends. Be prepared to demonstrate for others the ways a good friend behaves.

Role play a child living in colonial Maryland. Your best friend is an Indian. Your best friend's father is directly responsible for an accident causing serious injury to a member of your family. Discuss how this may affect your relationship with your friend. Also discuss how this may affect your family's relationship with your friend's family.

Role play the head of a family who came to Maryland from a country other than England. Keep a diary of your trip to Maryland and the establishment of a settlement. Make sure you record how you will provide for the basic needs of your family in the new environment. Emphasize the day-to-day writing of the diary.

Make models of an Indian village and a plantation to show how the basic needs of each life style were met. Design a key to show which parts of the model represent needs being met and wants being satisfied. (My Maryland, pages 30 and 88)

Concept I

Suggested Activities

Pretend you are responsible for the food your family needs for the coming winter. Plan a garden labeling where you plant the foods. Compile a list of foods which you must buy from a merchant or ship-owner. Identify foods that can be found in the natural environment.

Compare the life style of a wealthy planter with the life style of a small farmer. Consider the basic needs and wants of each group. Discover how the needs and wants of each were met or satisfied. Choose a way to share your information with the class.

View the filmstrip "Early Colonization and Settlement", from Joseph Mealey Associates. Listen to the accompanying record and/or read the written script which is available. Explain how the needs and wants of the wealthy plantation owner and the small farmer dictated their life style. Determine how the people were dependent upon one another. This filmstrip is part of a set available in the school or from the resource center.

Trace the part religion played in the establishment of the Maryland colony. Include the following: Puritans from the Virginia colony; Toleration Act. Use My Maryland, pages 6, 7, 11, 43, 44 as a resource.

Talk with your parents about the countries from which your ancestors came to America. Make a family tree. Explain how their arrival and adjustments were similar or different to those of the early settlers in Maryland. If they came much later than colonial times, compare how that would change the manner in which their needs were met.

Imagine that the plantation owner could not get help from his indentured servants and slaves. Write a paragraph about how the basic needs and wants of people living on a plantation could not be met or satisfied.

Conduct research to discover the site of the first permanent Maryland settlement. Locate the place on a map. Discuss how this location affected the needs and wants of the settlers.

Pretend that you arrive as a colonist in Maryland and the native Indians are staunch foes or enemies who offer constant resistance. Given this situation, discuss how your basic human needs and wants may be attained.

Concept I

Suggested Activities

Read "A Day in the Life of Jimmy Randall", in Everyday Life in Colonial Maryland, beginning on page 12. Use the information learned about Jimmy's life style to debate the following statement: Living during colonial times would have been better than present day living.

Construct a model of a Piscataway Indian home and a home a colonist might build. Compare the ways the construction of the homes met needs and satisfied wants.

Describe homes which settlers obtained from the Indians (page 33 in My Maryland). Use the information gained from your reading to compare the first homes, colonial homes, and your home.

Pretend you are the master of a large colonial Maryland plantation which can provide for the basic needs of the people who live there. As the master, you must prepare for planting. Design a blueprint of the plantation lands and buildings. Represent crops in some way. List those items which must be obtained from beyond the plantation property lines.

Suggested Vocabulary

Conceptual Statement I

Key Questions 1, 2

human needs
evnironment
background
friendship
contribute
encounter
responsible
relationship
interdependent
colonial
colony
ancestors
cite
tolerant
investigate

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Key Question:

3. How did the government of Maryland change to meet the needs of the people?

Suggested Activities

View the filmstrip "Land Disputes". State why the boundaries were not definite and why the English courts were responsible for settling the dispute.

Draw a map showing lands Maryland lost to Pennsylvania and Virginia. Make a legend for your map.

Construct a chart to record the form and function of the government of Maryland from 1634-1979. Use leaflets, "How Maryland Became a Free State", "Maryland Helps to Form the Union", and Let's Learn About Maryland, page 25. Describe how you would feel about each form if you were living at that time.

Cite instances when the government of colonial Maryland did not meet the needs of some of its people. Include the treatment of Indians, Blacks, Jews, etc.

Write a letter to your senator requesting information concerning the services provided by our state government. Share your knowledge with the class.

Imagine you are a member of the Committee of Correspondence. Write a letter to a member in another colony expressing your ideas and plans for resisting the British.

Prove, through research and discussion, that an incident such as the burning of the Peggy Stewart would be resolved differently today.

Identify a school problem. Initiate a petition in order to effect a change in school policy.

Compare the ways in which children were taught in the schools of Maryland during the 1770's with the ways they are taught today. Consider the following: education of boys, education of girls, buildings, subjects, games, sports, transportation.

Concept II

Suggested Activities

Identify the methods of justice used by the colonists and compare them with those used today.

Construct a time line of important events and people to show how the government changed to meet the needs of the people.

Construct a center using "The Beginning of the Maryland Colony", in the Prince George's County Guide, pages 5-8. Summarize the lives of the Lords Baltimore, by using page 9 of this book.

Make a list of contributions and failures of the Lords Baltimore to show how the proprietory form of government functioned.

Research the Toleration Act of 1649. One child or group of children may choose the position of the Puritans, and one child or group of children may choose the position of Maryland colonists. Debate your respective concerns for the Toleration Act of 1649.

Investigate the reasons for the formation of special interest groups and lobbying organizations. Select examples of changes in state policy or laws that have been brought about through the efforts of special groups and share them with the class. The following are examples of groups:

Coalition on Surface Mining
Citizens for Equality in Education
Citizens for Decency
Preservation Society
League of Women Voters

Select a committee to discuss the history of the right to vote from 1777 to today. Each person on the committee is to role play a person from a different social, ethnic, or political group, i.e., property owner, man without property, Jewish citizen, black man, woman with the right to vote. Report the feelings and thoughts of the various people regarding the struggle to obtain the privilege to vote.

Write a narrative highlighting the event or the important contribution of one of the people who affected the Maryland story.

Concept II

Suggested Activities

Research the life of one of the Lords Baltimore. Choose a way to share the information with the class. It may be by comic strip, diorama of an important event in his life, mural showing scenes of his life, hand puppet, written report, tape recorded report, etc.

Develop a learning station using the cassette tape, "The Story of the Maryland Land Dispute", and the filmstrip, "Maryland Land Disputes". Outline the important happenings during the land dispute.

Prepare a center including materials about important people who contributed to the Maryland story. Possible biographies:

John Eager Howard
Any of the Calverts
Charles Carroll
Samuel Chase
Frederick Douglas
Thomas Stone
Daniel Dulaney
Chief Justice Roger B. Taney
Dr. Thomas Mudd
James Ryder Randall
Benjamin Banneker
Margaret Brent
John Hanson
Thomas Johnson
Francis Scott Key
William Paca
Isidor Rayner

Pretend to be Mistress Margaret Brent. Plead with members of your class who represent The Assembly to give you the right to vote. Read pages 41-42 of My Maryland, or pages 73-75 of Your Maryland, to give you ideas. Investigate how American women gained the right to vote and tell how Margaret Brent was ahead of her time.

Listen to the tape and view the transparencies, "The Lords Baltimore", in Great Moments in Maryland History. Discuss the "what if" questions on page 44 to show how the proprietory form of government affected the people.

Suggested Vocabulary

Conceptual Statement II

resolve
dispute
legend
petition
initiate
privilege
biography
proprietory
concerns
boundary
committee
correspondence
function
diorama
toleration
entitled
lobby

Conceptual Statement III - People must have a knowledge of the ethnic/cultural composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Question:

4. How did ethnic/cultural groups living in colonial Maryland contribute to the life style of its people?

Suggested Activities

Research travel in early Maryland. Contrast the life style of wagoneers, stagecoach drivers, and those who came on foot.

List foreign words used in our language today. Identify the language source.

Use your Maryland map to compile a list of names of places that come from a language other than English. Categorize them according to origin.

Dramatize an episode in the life of one or more persons who played a part in the history of Maryland that characterizes discrimination.

Gather information about the ethnic/cultural backgrounds of the colonists in Maryland. Compare their food, clothing, music, religion, customs, and language with those of the Yaocomico Indians.

Sketch clothing worn by people of colonial Maryland.

Dress a model to represent the dress of the era.

Research the settlement of ethnic/cultural groups in Maryland. Use Maryland transparencies and maps. Locate and label the area each group settled. Design a map legend.

Begin a list of leading representatives of different ethnic/cultural groups in Maryland. Identify their ethnic groups and their contributions to the life style of Maryland's people.

Concept III

Suggested Activities

Research the ways Maryland colonists entertained themselves. Compare this with our forms of recreation today. Demonstrate differences and similarities.

Investigate the culture of the homeland of the original settlers of Maryland (England, Scotland, Germany, Wales, Ireland, Italy, Yugosloavia). Identify the reasons for leaving their homeland and coming to Maryland.

Pretend you are with a group of friends who do not want to play with a child who is new in the neighborhood. You must decide whether to go with your friends or make friends with the new child. List the facts about the child that you would consider.

Establish a question board for your classroom. Mount questions which children have about inequalities. Allow a few minutes a day to answer or decide how to find the answers to the questions.

Suggested Vocabulary

Conceptual Statement III

ethnic
culture
era
contribution
similarities
differences
traditions
original
customs
representative
recreation
compile
demonstrate
foreign
categorize
inequalities

Conceptual Statement IV - People must understand the nature and function of economic systems.

Key Question:

5. How did the economic system in Maryland develop?

Suggested Activities

Identify the natural resources which colonists found in Maryland.

Categorize resources available to colonists as renewable and non-renewable. Include a description of the ways colonists used the resources. Goals in Reading, Grade 4, Harcourt Brace World, "Trees and Timber", pages 174-179, is an excellent selection regarding the topic.

Role play a discussion between a slave and an indentured servant who work on a plantation. Emphasize existing conditions, i.e., payment for labor, acquisition of goods and services to meet their needs, and quality of life.

Write an expository paragraph beginning with one of the following sentence stems:

My life as an indentured servant has . . . . .
Being a slave in colonial Maryland has . . . . . .

Pretend you are a plantation owner and write a letter to your brother in England. Describe the type of laborer which you prefer to work on your plantation. Include a discussion of other sources of labor.

Role play a colonist from Maryland and a settler from Jamestown discussing the meaning and the reason for John Smith's statement, "If you don't work, you don't eat."

Classify commodities found in colonial Maryland as imports or exports. Focus upon the effect of English laws regarding trade and manufacturing.

List the occupations of the colonists of Maryland. Classify them as producers of goods or providers of services. Indicate how goods and services were distributed.

Select an occupation of a Maryland colonist. Write a letter to an employer applying for a job. Describe the knowledge and skills which you possess that will enable you to do the job.

Concept IV

Suggested Activities

Submit an ad to a colonial newspaper advertising for a job. List the characteristics and skills which qualify you for the job.

Role play one person telling another about bartering observed or heard about during a day spent at dockside in colonial Annapolis.

Trace the history of colonial American money. Include the issue of the first coins and the first paper money. Pretend you are a coin collector and set up a display of colonial currency. Your Maryland, pages 117-118, is a good resource.

Label Maryland's waterways on a map. Find facts that prove these were important in the development and economic growth of Maryland.

Contrast the economic status and work of the tobacco planter and the farmer. Consider the labor force, skills, resources, knowledge, and needs and wants of each.

Design a travel poster that might be displayed in England. Tell important facts about the Maryland colony that would encourage people to move there.

Investigate industrial growth in Maryland by using the filmstrip, "Early Industrial Growth of Maryland", produced by Joseph Mealey Associates. Identify how Maryland began to change from an agricultural state to an industrial one. Learn how the clipper ship, the National Road, the C&O Canal, and the B&O Railroad began in Maryland. See how these affected the growth of towns and cities in the state.

Suggested Vocabulary

Conceptual Statement IV

natural resources
economic
development
renewable
non-renewable
skill
rewarded
labor
commodities
currency
categories
value
indentured servant
export
import
specialize
raw material
barter
acquisition

Conceptual Statement V - People must understand the importance of significant human experiences.

Key Question:

6. How have events and people influenced the life style in Maryland?

Suggested Activities

Imagine that you are a fourth grade child in the schools of Maryland during the 1770's. Identify your studies, school activities, and your school's physical setting. Compare and contrast this with school as you know it today.

Develop a transportation time line showing the progression of transportation in Maryland. Examine how each mode contributed to the life style in Maryland.

Develop a three stage mural showing the life style of the people in Maryland during three separate periods. Discuss the effect of one period upon another.

Make a list of Indian place names in Maryland. Try to find out the meaning of the words. Use Maryland Indian Place Names, by Hammil Kenny, or Indians of Early Maryland, by Harold Manakee.

Plan a field trip to a point of historical interest and record the experience with drawings, paintings, and photographs for a class report.

Construct papier mache' figures and dress them in costumes that depict their roles in the history of Maryland. Suggestions: Lord Calvert; a mountain man; an oysterman; Mary Pickersgill; an Indian; a sailor; a Civil War soldier; Harriet Tubman, etc.

Plan a field trip to draw/paint/photograph favorite old buildings in your community.

Construct a diorama depicting the life style of early settlers in a particular part of Maryland.

Classify forms of transportation as past or present.

Study the use of knots in the making of fishnets and create a macrame wall hanging.

Concept V

Suggested Activities

Organize a study of two present Maryland communities that existed during colonial Maryland. Develop present and past note cards with the following titles:

- Physical Setting
- Ways of Earning a Living
- Domestic Living
- Life Styles of Children and Adults
- Values (what people care about)

Make a picture on a roll of paper extending as far around the classroom as possible. On the paper, show some interesting Maryland firsts. You may want to arrange the pictures chronologically.

Make a list of your daily activities. Discuss how the list would be changed if you lived in colonial Maryland (no electricity, no central heating, no plumbing, no grocery store, transportation, etc.).

Find out why April 6th is called Matthew Henson Day in Maryland. Use Open Highways, Grade 4, Scott Foresman.

Research the symbols of Maryland. Include their meaning and the significance for us as a former colony of England.

Design a coat-of-arms or crest that uses symbols that have meaning for your family or community.

Participate in an activity such as the Canal Boat Days, Heritage Days, Springs Festival, or visit Penn Alps, Bedford Village, etc. Write a narrative to show how these activities help preserve the past for future generations.

Suggested Vocabulary

Conceptual Statement V

- mode
- period
- diorama
- macrame
- folklore
- implements
- crest
- significance
- domestic
- generations
- chronological
- narrative
- coat-of-arms
- seal

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question:

7. How did the environmental and geographical features affect the development of colonial Maryland?

Suggested Activities

Investigate the effects of environmental and geographical factors upon the job opportunities available to the colonists in Maryland.

Trace the movement of the population in Maryland from 1634-1970. Use Introduction to Maryland, pages 35-43. Graph your information.

Explain why colonial Maryland had population clusters and where they were located. Focus on the location of the fall line.

Predict how Maryland might have developed, had the Ark and Dove landed on the Atlantic coast of Maryland.

Contrast fish and wildlife found in early Maryland with fish and wildlife today. Focus upon the development of regulatory agencies.

Debate the statement: Maryland should regulate the oyster industry in the Chesapeake Bay.

Trace the history of farming practices from the earliest settlements to the present. Include changes in crops planted, methods of harvesting, size of farms, and labor systems.

Research the reasons for the locations of large cities in Maryland.

List ways man has altered the geographical features in Maryland.

Role play a family discussing a planned move westward from St. Mary's City to find a new farm. Role play the same family after the move. Focus on environmental factors.

Suggested Vocabulary

Conceptual Statement VI

factor
clusters
altered
regulatory
environment
geography

Maryland - History of the Colonial Period

Grade 4

Suggested list of places to visit

Local

Iron Furnace, Lonaconing, 1836
Clarysville Inn, Cumberland, 1807
Paw Paw Tunnel, Paw Paw, W. Va.
Narrows, Cumberland
Michael Cresap House, Oldtown, 1764
Site of Fort Cumberland, Cumberland, 1749
Washington's Headquarters, Cumberland, 1755
History House, Cumberland
Chesapeake and Ohio Canal, Cumberland
Casselman Bridge, Grantsville, 1813
Fuller-Baher Log House, Grantsville, 1813
Penn Alps, Grantsville
Toll House, Cumberland
Bedford Village, Bedford, Pa.
Springs Museum, Springs, Pa.
Rocky Gap State Park, Cumberland
New Germany State Park, Garrett County
National Road
Yoders' Market, Grantsville
Thrasher's Horse and Carriage Museum, Midland
Dan's Mountain, Allegany County
Swallow Falls, Garrett County
Deep Creek Lake, Garrett County
Cranesville Swamp, Garrett County
Sang Run Quarry

State

Chase-Lloyd House, Annapolis, 1769-74
Hammond-Harwood House, Annapolis, 1774
London Town Publik House, Edgewater, 1744-50
Maryland Inn, Annapolis, 1782
Maryland State House, Annapolis, 1772-79
Middleton Tavern, Annapolis, 1750
Old Treasury Building, Annapolis, 1750
St. John's College, Annapolis, 1696
Shiplap House, Annapolis, 1723
William Paca House, Annapolis, 1765
Mount Clare Mansion, Baltimore, 1754-60
Old Otterbein United Methodist Church, Baltimore, 1785-86
Star-Spangled Banner Flag House, Baltimore, 1793
U.S. Frigate Constellation, Baltimore, 1797
Maryland Historical Society, Baltimore
Ballestone Mansion, Essex

Benjamin Banneker Site, Oella
Fort Garrison, Pikesville, 1692
Hampton National Historic Site, Towson, 1783-90
Reisterstown-Glyndon, Reisterstown, 1758
All Saints' Church, Sunderland, 1772
Middleham Chapel, Lusby, 1748
Bridgetown Church, Bridgetown, 1773
Goldsborough House, Greensboro
Linchester Mill, Preston, 1655-65
John Evans House, Westminster, 1760
LaMotte-Myerly House, Aspen Run, 1783
Pipe Creek Meeting House, Quaker Hill, 1771-72
Union Mills Homestead, Union Mills, 1797
Principio Furnace, Perryville, 1715
Rodger's Tavern, Perryville
St. Mary Anne's Episcopal Church, Cecil County, 1742
Archeological Museum of Cecil County, Elkton
Old Bohemia Church, Warwick, 1704
Friendship House, LaPlata, 1658
Mount Carmel, LaPlata, 1748
Christ Church, Durham Parish, Ironsides, 1732
Piscataway Indian Center, Waldorf
Meredith House, Cambridge, 1760
Old Trinity Church, Dorchester County, 1675
Hessian Barracks, Frederick, 1776
Roger B. Taney House, Frederick
Schifferstadt, Frederick, 1756
Rose Hill Manor Museum and Carriage House, Frederick
Amos Mill, Norrisville, 1776
Disney's Tavern, Ellicott City, 1790
Geddes-Piper House, Chestertown, 1730-54
St. Paul's Church, Rock Hall, 1711
Queen Anne's Courthouse, Centerville, 1792
Tucker House, Centerville
Wright's Chance, Centerville, 1744
St. Clement's Island, St. Mary's County
Sotterley, Hollywood, 1717
St. Clement's Island-Potomac River Museum, Colton's Point
Carroll County Farm Museum, Westminster
Francis Scott Key Museum, Frederick
Samuel Chase House, Princess Anne
Third Haven Meeting House, Easton, 1682
Frot Frederick, Big Pool, 1756
Hagar's Fancy, Hagerstown, 1739
Old South Mountain Inn, Boonesboro, 1730
Julia A. Purnell Museum, Snow Hill
Antietam, Hagerstown
Chesapeake Bay Maritime Museum, St. Michaels
Calvert Cliffs Nuclear Power Plant Museum, Lusby
Maryland Academy of Sciences, Baltimore

Bethlehem Steel Corporation, Sparrows Point
Blackwater National Wildlife Refuge, Church Creek
Crystal Grottos, Boonesboro
Assateaque Island
United States Naval Academy, Annapolis
National Institute of Health, Bethesda
Department of Agriculture Research Center, Beltsville
Goddard Space Flight Center, Greenbelt
Bureau of Standards, Gaithersburg

Maryland - History of the Colonial Period

Maryland - Geography - Grade 4 (continued)

Local History

C&O Canal - park ranger or John Millar
Penn Alps - Alta Shrock
Cresap Society & Oldtown area - Rev. Irvin Allen
Preservation Society - Melvin Collins
Historical Society - James Bishop
Artifacts, etc. - Eugene Hopkins

Suggested list of questions

1. In what way is your organization involved in preserving the ethnic/cultural background of the settlers of Allegany County?
2. Why do you feel preservation is important?
3. How may we, the citizens, help with this kind of program?

Industries and Utilities

Allegany Ballistics
Artmor Plastics
Celanese Corporation
Chessie System
C&P Telephone Co.
Columbia Gas
Cumberland Steel
Hermann Biederlack Company
Kaiser Refractories
National Jet
PPG Industries, Inc.
Precise Metals & Plastics
Potomac Edison
Potomac Valley Television Co.

Clothing Manufacturers

Berkowitz, M. Company
Doe Spun, Inc.
Nikki, Inc.
Schwab, S. Co.
Top of All Manufacturing Co.

Suggested list of questions

1. What product do you make or what service do you provide?
2. How many people do you employ?
3. In what ways do you depend on other parts of the country?
4. How does your company affect the environment?
5. In what ways can you cooperate in reducing our dependency on the oil producing countries?

Maryland - History of the Colonial Period

Maryland - Geography

Grade 4

Suggested list of resource people

Agencies, Departments, or Organizations

State and National

Board of Natural Resources
- Department of Tidewater Fisheries
- Department of Forests and Parks
- Department of Geology, Mines and Water Resources, and Bureau of Mines
- Department of Game and Inland Fish
- Department of Research and Education

Conservation Service (Local, State, National)
Potomac River Commission
Water Pollution Control Commission
Maryland Department of Economic and Community Development
Regional Educational Service Agency
Appalachian Regional Commission
Environmental Protection Agency
National Organization of Women
National Association for Advancement of Colored People

Local

Greater Cumberland Chamber of Commerce
Western Maryland Labor Council
Allegany County Economic Development Company
Allegany County Office of Tourism
Art Alliance
Allegany County League of Women Voters

For information on services to handicapped

Motivation Group, Inc.
Western Maryland Directions Center

Suggested list of questions

1. What services does your agency provide?
2. When and why was your group formed?
3. In what ways do you cooperate with other agencies?
4. How are you funded?

Suggested list of questions for NOW and League of Women Voters

1. Explain how voting is not only a privilege but also carries with it a real responsibility.
2. Why were women the last to be allowed to vote?

Maryland - History of the Colonial Period

Maryland - Geography - Grade 4 (continued)

Government Representatives

State Senators
State Representative
U. S. Senator
U.S. Representatives
Local Representatives (City or County)

Suggested list of questions

1. What services does our state government provide us locally?
2. How does the local government work with the state government?
3. How do you keep in touch with your constituents' feelings, needs, and wants?
4. How are responsibilities of and services to citizens inter-related?

United States Government Agencies Located in Maryland

U.S. Naval Academy, Annapolis
National Institute of Health, Bethesda
Department of Agriculture Research Center, Beltsville
National Security Agency, Laurel
Atomic Energy Commission, Montgomery County
National Bureau of Standards, Gaithersburg
Andrews Air Force Base
Patuxent Naval Air Station
Aberdeen Proving Grounds
Fort Meade

Glossary

Culture - totality of the learned attitudes and activities that people in the group share; has its own system of values as well as of behavior patterns.

Cultural mosaic - a multiplicity of cultural groups living side by side in a mosaic.

Ethnic group - a group of people who differ from other groups of people in the United States in race, religion, or cultural background.

Life style - the way of life of a group of people; how they live, the tools they use, the language they speak, and the ceremonies and rituals they adopt; evolves out of man's attempts to meet his needs.

Prejudice - learned responses; false images blocking the paths to realistic understanding and relationships: results in the dehumanization of the individual.

The glossary is listed for your information and use as you develop this unit. It is not meant to limit the scope of the unit, nor is it to be considered complete. It is merely a resource for your convenience.

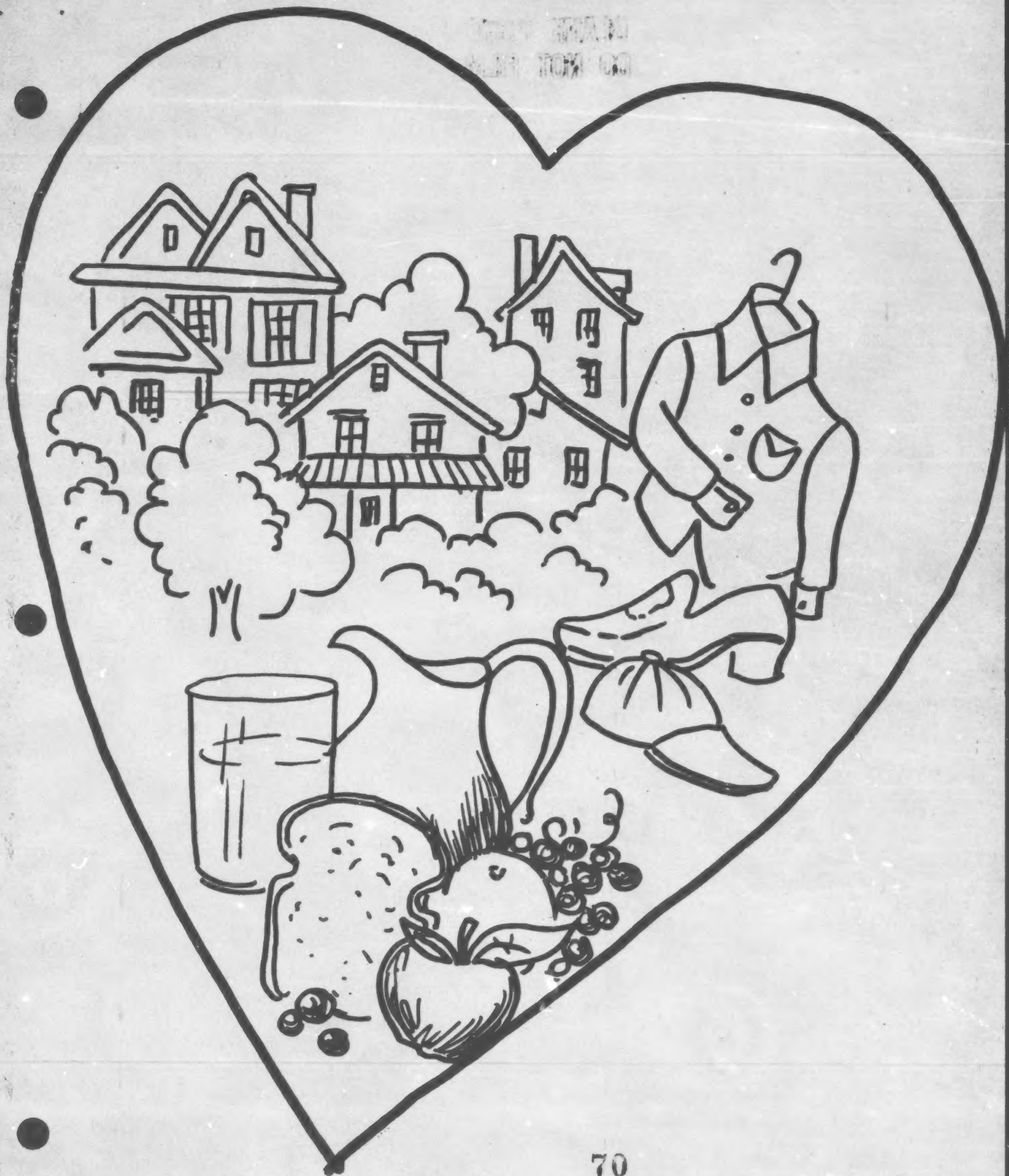
Human Feelings - Characteristics

fear
anger
happiness
sadness
surprise
anticipation
anxiety
love
hate
compassion
depression
prejudice
loneliness
sympathy
pride
courage
integrity
loyalty
concern
persistence
ambition
greed
guilt
hardiness
honor
hostility
independence
sincerity
jealousy
kindness

Human Needs

Basic	Other
food	love and affection
clothing	sense of belonging
shelter	identity
air	expression
water	success
	stimulation from the environment
	meaningful activities

The lists of basic human needs and human feelings have been included for your information and use when developing Conceptual Statement I. The list of human feelings is by no means complete and it is given merely as a resource for your convenience.



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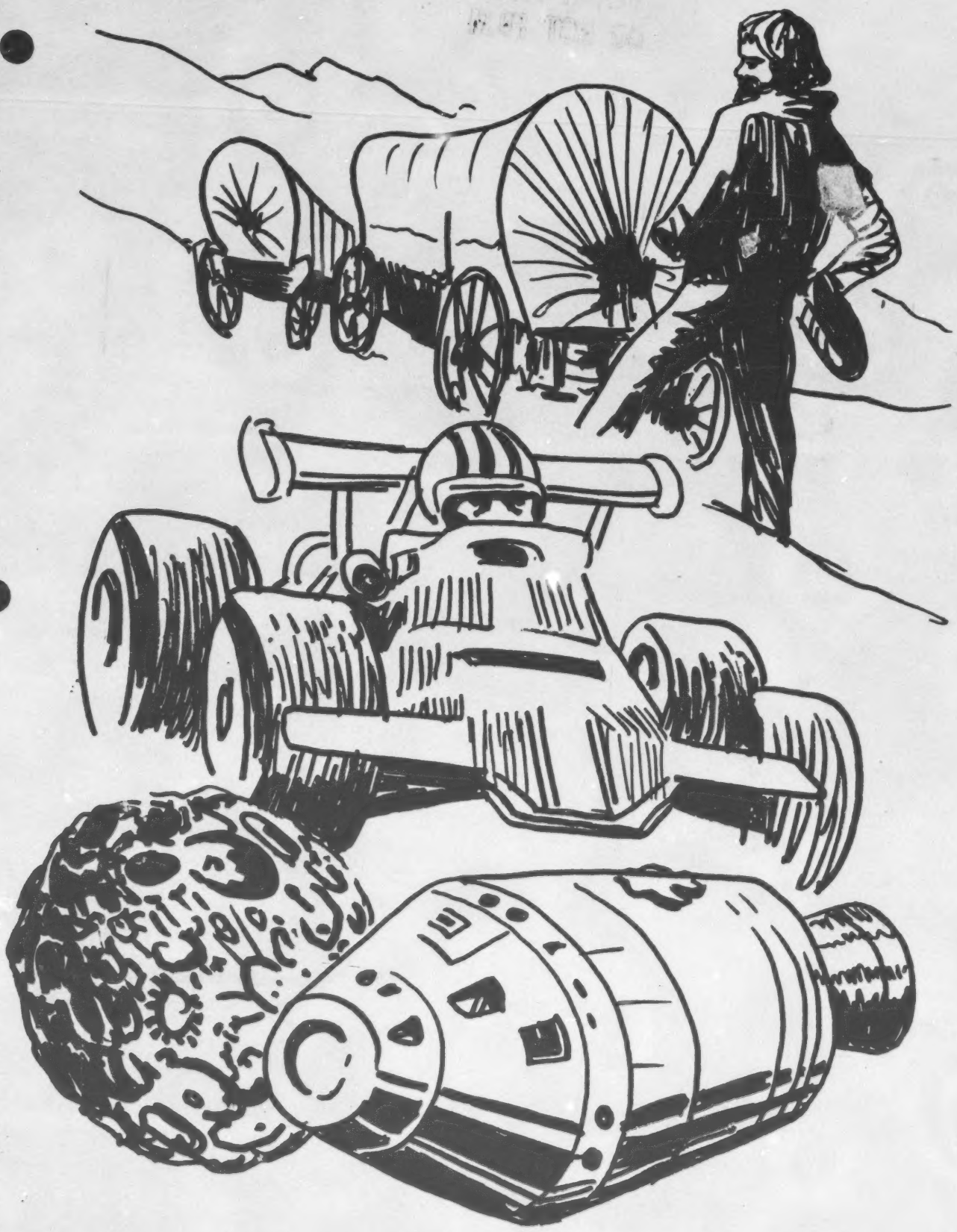

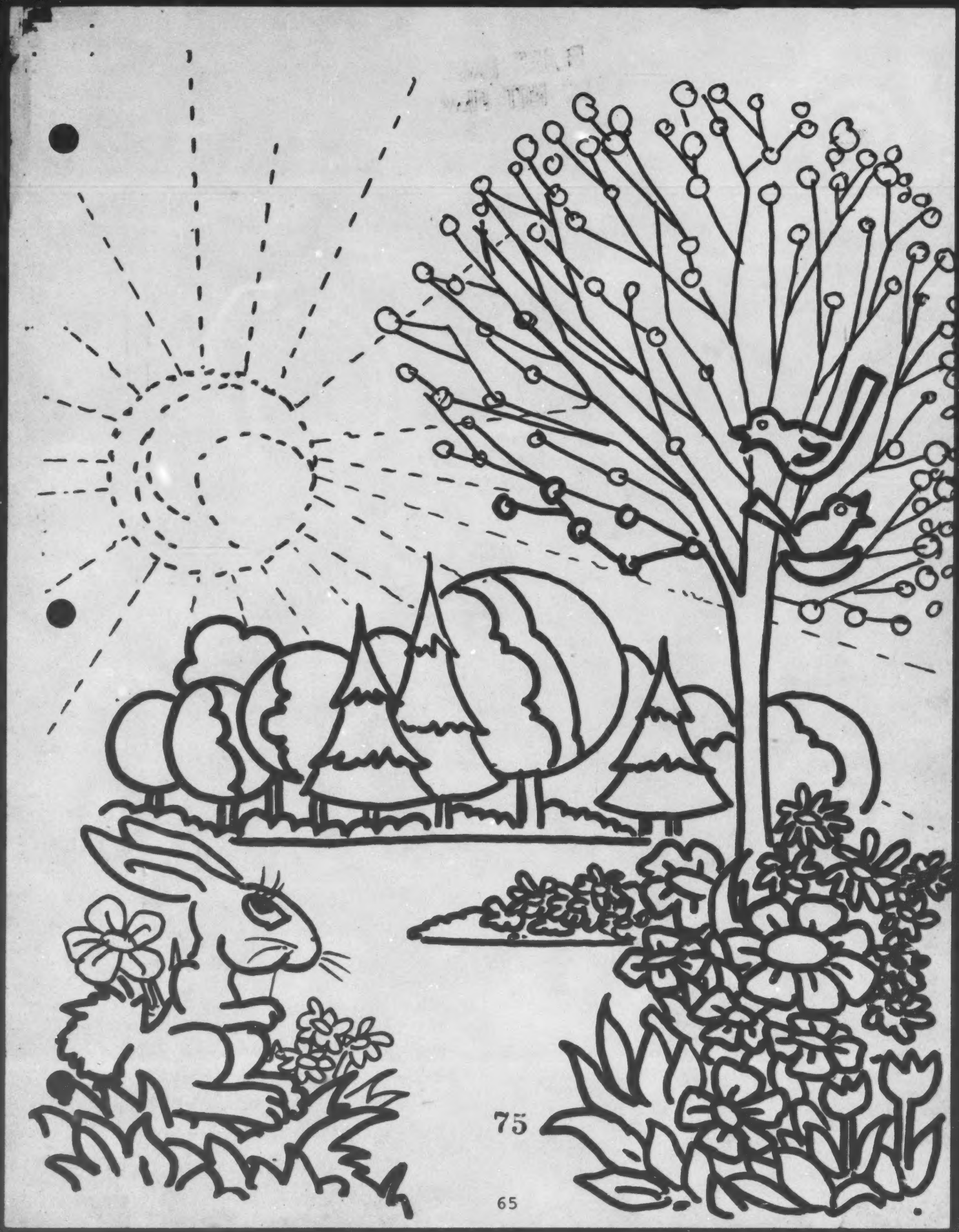

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Maryland - Georgraphy

Maryland - History of the Colonial Period

Fourth Grade - Unit 1 - 2

FILMS AND FILMSTRIPS

KITS AND RECORDS

F-5724 Annapolis - America's Capital.
25 min. color, 1968.
Presents the historic background of Annapolis and shows how Annapolis was in the early days of this country the center of government.

F-5594 Geography of The U.S.: An Introduction.
color, 1959.
Overview of the geographical and human resources of the United States.

F-5731 Harriet Tubman and The Underground Railroad.
54 min. b/w 1964.
Describes the first 19 trips Mrs. Tubman made as a conductor on the underground railroad.

F-5737 Inventory, The (Md. Series)
color, 1970.

F-6021 Love Letter To Maryland
45 min. c. 1975.
Traces Maryland's unique and fascinating history as seen through its landmarks, monuments, and oldtimers' memories.

F-5573 Magnificent Ditch. (C&O Canal
16 min. c. 1967.
A documentary of the C&O Canal as told by a man that remembers the operation and history of the canal because he grew up along the canal and was actually a part of it.

F-5754 Maryland History-Treason of Josios Fendall.
25 min. c. 1971.

F-6022
F-6022 Maryland Weekend - Know Your State. Quiz film.
40 min. c. 1975.
Questions and answers about historical and geographical aspects of Maryland as well as information about personalities and events related to the development of the state.

F-5738 Nightmare's Child. Pt. I & II. (Maryland Series)
c. 1970.

The following films are available on loan from:
The Seafood Marketing Authority
Department of Economic & Community Development
2525 Riva Road
Annapolis, MD 21401

The Hidden Treasure of the Chesapeake.
The Sailing Oysterman.
The Chesapeake Bay Oyster Story.

FS-3857 CT — Focus on America. The Chesapeake Bay Area: A Case Study.
color.

FS-1163 — Life in Colonial America.
b/w

FS-5551 CT — Life in Rural America.

FS-719G — Living in Allegany County

FS-720 G — Living in St. Mary's County

FS-656 G — Geology of Maryland. Pt. I

FS-657 G — Geology of Maryland. Pt. II

FS-1265 G — Maryland Blacks - A History.
i, j, s, a, 1974

FS-2169 R — Maryland Coast to Coast.

FS-1165 — Thirteen Colonies Win Independence.
b/w

K-1196 — Manufacturing in Western Maryland
10 filmstrips, 10 cassette tapes, 10 guides.

R-7097 — Harriet Tubman.

R-7133 — The Pride of America: Age of American Music.
side 2: My Maryland
1976.

ITV SERIES — Here and There in Maryland: Field Trips.
5-10 min. lessons.
Takes pupils to places that are significant to the development of the state of Maryland.

1. Lexington Market
2. Maryland Science Center
3. Wye Oak, Wye Church, Wye Mill
4. Fort Frederick State Park
5. Baltimore Museum of Art

ITV SERIES — Maryland
15 20 min. lessons.
Maryland and its people are explored from many viewpoints, including the early settlement of the various regions of Maryland.

TR-1415 — Maryland Transparencies (with overlays)
Land Regions
Maryland Mountains
Population Density
Maryland

Tape — Ark and Dove.
Produced by the Board of Education of Allegany County.

Tape — The Shape of Maryland - The Story of Maryland Land Disputes.
Produced by the Board of Education of Allegany County, Maryland.

FS — The Story of Maryland Land Disputes.

Tape — Battle of Antietam.
14 min. 12 sec.

Tape — The Burning of the Peggy Stewart.
16 min.

Tape — The Lords Baltimore.
16 min.

Tape — Maryland Overview.
19 min.

Audio-Visual Material available from listed publishers.

American Geographics
McRoberts Publishing Co.
TR — Introduction to Maryland.
1970
10 transparencies, $97.50; booklet, $3.95.

AV Educational Products
FS - CT — Maryland, Its History and Geography.
11 color filmstrips, 11 cassettes, guide - $149.50.

Classroom World Productions, Inc.
CT — Maryland
2 sides (The States of the Nation)

Curriculum Filmstrips
FS — Colonial America.
Early explorers and pioneers.

FS — Colonial America.
Original thirteen colonies.

Enjoy Communications

FS - CT — Annapolis, Maryland
1978, color,w/guide $22.50.

CT — Historic Baltimore, Maryland.
1976, $7.99.

CT — Historic Sites In Annapolis, Maryland.
1976, $7.99

FS -CT — Piscataway Indians of Maryland.
1978, 1 color filmstrip, cassette, guide $22.50.

Eye Gate House, Inc.

FS — Colonial America
The beginning of a new nation. America expands its boundaries.

Fideler Visual Teaching

Pictures — Fisher, Margaret. Colonial America.
1966
Pictures depict life and activities in the colonies.

Pictures — Indian Life
1967
Pictures portray activities of various American Indians.

Free State Media Inc.
4314 Cross Country Drive
Ellicott City, MD 21043

FS-1000 — Columbia: The New City

FS-1001 — Ellicott City

FS-1002 — Friendship Airport (BWI)

FS-1003 — Harper's Ferry

FS-1004 — The Governor of Maryland

FS-1007 — Fort McHenry

FS-1008 — Antietam

FS-1009 — Downtown Baltimore Today

FS-1010 — Annapolis

FS-1011 — The Port of Baltimore

FS-1012 — Baltimore Zoo

FS-1013 — The Patapsco: A River In Peril

FS-1014 — 17 Year Cicada

FS-1015 — Playground Safety

	Free State Media, Inc.
FS-1017	St. Mary's City
FS-1019	Great Falls of the Potomac
FS-1020	C&O Canal
	Governor's Committee
FS	Keep Maryland Beautiful manual
	Jam Handy
FS	Colonial Freedoms are Threatened Foundations of democracy in United States.
FS	Colonists Are Freedom Loving Foundations of democracy in United States.
	Info Classroom Picture Publishers Grand Rapids, Wisc.
FS	Colonial America
	Kunz, Inc.
FS	Maryland Coast to Crest - Maryland Academy of Science Parts 1&2, Record/guide
	Maryland State Department of Education
FS	Crabbing Industry, Somerset County, Maryland 1955. manual
FS	Dairying, Montgomery County 1955, manual.
FS	Fish Processing, Talbot County 1955, manual
FS	Living in Allegany County manual
FS	Living in Charles County
FS	Living in Garrett County
FS	Making Maple Sugar
FS	Marketing & Packing Tobacco, Prince George's County
FS	Maryland Brickmaking, Kent County
FS	Oystering, Calvert County
FS	Raising Broilers, Caroline County
FS	Raising Tobacco, Charles County
FS	Tomato Industry, Queen Anne's County

Joseph Mealey Associates
Box 233
Timonium, MD 21093

FS Set — Maryland-Its History and Geography
filmstrip, record, script

1. "Let's Look at Maryland"
2. "Introduction to the Geography of Maryland"
3. "The Eastern Shore and Chesapeake Bay Region"
4. "The Western Shore and Mountain Region"
5. "Land of the Calverts"
6. "Early Colonization and Settlement"
7. "Maryland During the Revolutionary War"
8. "Early Industrial Growth of Maryland"
9. "20th Century Maryland-Its Problems and Its Promise"

Media Materials

Kit — Cameron, Rita. Crime and Punishment in Colonial Days. Baltimore, 1973.
Tape and work sheets describe the ways in which individuals were punished for various crimes during colonial times.

Kit — Cameron, Rita. Colonial Children. Baltimore: 1973.
Tape and individual work sheets depict the activities of colonial children.

Minesinger

TR — Maryland Land Regions: Mountains, Physical, Population, Rainfall, Products

Photo Lab, Inc.
Washington, D.C.

FS — The Chesapeake Delaware Canal

FS — Historic Annapolis

FS — Packing and Shipping Tobacco

Stillfilm, Inc.
Los Angeles, CA

FS — Colonial America

Steck-Vaughn Co.
Austin, Texas

FS — Human Values Series

SVE

FS — Where East and South Meet
1960, 59 fr., color, Maryland.

Troll Assoc.

FS — Colonial Days
1971
Growing up in a colonial family.

TR — Learning About Our 50 States
1968
Shows the state flag, flower, bird, tree, locates principal rivers, mountain ranges, important cities, state capital, major products, resources.

VEC
Madison, Wisconsin

FS — South Atlantic States Series: Maryland

Maryland - Geography

Maryland - History of the Colonial Period

Fourth Grade - Unit 1 - 2

PAMPHLETS AND NEWSLETTERS

Alberts, Robert C. A Charming Field For An Encounter: The Story of George Washington's Fort Necessity. Washington, D.C.: Office of Publications, National Park Service, U.S. Department of Interior, 1975.

Leaflets
- map of Allegany County
- History House
- George Washington Headquarters
- Cumberland Historic District - Washington Street
- Frostburg map

available from: Allegany County Tourism
Baltimore & Greene Streets
Cumberland, MD 21502

Allegany County Tourism, published monthly. Free.
available from: Allegany County Economic Development Co.
Algonquin Motor Inn
Cumberland, MD 21502

Allegany County - Western Maryland
Western Maryland Chamber of Commerce
Windsor Publications, Inc.
21220 Erwin Street
Woodland Hills, CA 91364

Anne Arundel County Guide Service
Historic Annapolis, Inc., Tours
Old Treasury Building
State Circle
Annapolis, MD 21401

Appalachia - A Reference Book
Appalachian Regional Commission
1666 Connecticut Avenue, N.W.
Washington, DC 20235

B&O Railroader
Neilson Wood, Jr.
2 N. Court Lane
Levittown, PA 19054
published 6 times a year - $8.00.

Bicentennial Bulletin
Maryland Department of General Services
Hall of Records Commission

Bicentennial Trail of Western Maryland
published by Tri-County Council for Western Maryland
1975.

A Brochure About LaVale, Maryland
LaVale Business Enterprises
LaVale Civic Improvement Association
P.O. Box 3001
LaVale, MD 21502

Burdett, Harold N. Yesteryear In Annapolis. Cambridge, MD: Tidewater Publishers, 1974.

The Contemporary Maryland Continental News Briefs
Maryland Bicentennial Commission

Cumberland Map
Allegany County Tourism
Cumberland, MD 21502

Final Report of the Study Commission of Maryland Folklife. 1970.
George G. Carey
P.O. Box 30052
Bethesda, MD 20014

Fort Cumberland
Cumberland Department of Parks and Recreation

Hard Hat
Allegany County Vocational-Technical Center

Heritage Press
Preservation Society of Allegany County, Inc.

Know Your County Government
League of Women Voters
P.O. Box 515
Cumberland, MD 21502
40¢

Journal of the Alleghenies
Council of the Alleghenies
Frostburg State College
Frostburg, MD 21532

Kline, Benjamin F. Tall Pines and Winding Rivers: The Logging Railroads of Maryland. 920 Wheaton Drive, Lancaster, Pa. 17603. $4.00.

The LaVale Suburbanite. Free.
LaVale Civic Improvement Assn., Inc.
P.O. Box 3001
LaVale, MD 21502

Manakee, Harold R. Wheeler Leaflets. Maryland: Maryland Historical Society. 24 pamphlets $2.42.

Maryland
Maryland Dept. of Economic and Community Development
Division of Tourism
2525 Riva Road
Annapolis, MD 21401

Maryland Arts Council
quarterly

Maryland Humanities
Maryland Committee for the Humanities

Maryland In The Revolution
Maryland Magazine
2525 Riva Road
Annapolis, MD 21401
$3.00

Maryland Legislative Newsletter
Greater Cumberland Chamber of Commerce

Maryland - Sharing the Heritage of America
Maryland Dept. of Economic & Community Development
Division of Tourism Development
2525 Riva Road
Annapolis, MD 21401

Maryland Travel Scene
Maryland Dept. of Economic & Community Development

Maryland Women
Maryland Commission on the Status of Women

News & Notes of the Museum and Library of Maryland History
Maryland Historical Society

Official Highway Map of Maryland
Maryland Dept. of Economic & Community Development
Dept. 73

Official Maryland Symbols
Maryland Dept. of Economic and Community Development
Division of Tourism

Old Bedford Village
Bedford, Pa. 25522
P.O. Box 1976
phone - (814)623-1156

Pollution in Maryland
Maryland State Department of Health and Mental Hygiene

Potomac Basin Reporter
Interstate Commission on the Potomac River Basin

Recreation In Maryland's Parks and Forests
Maryland Park Service
Tawes State Office Building
Annapolis, MD 21401

Salisbury, Wicomico County, Maryland
Salisbury Area Chamber of Commerce
P.O. Box 510
Salisburg, MD 21801

Take A Look At Allegany County: There's A Place For You
Allegany County Economic Development Co.
P.O. Box 1168
Cumberland, MD 21502

Titus, Charles. The Old Line State: Her Heritage. Cambridge, MD: Tidewater Publishers, 1971.

Towpath Guide To The Chesapeake and Ohio Canal
American Canal and Transportation Center
P.O. Box 638
Glenn Echo, MD 20768

United States History On Demand Reprints
University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan, 48106

Vanguard (newsletter)
Maryland Academy of Sciences

Voter's Guide
The League of Women Voters of Allegany County
P.O. Box 515
Cumberland, MD 21502

Michaels, Douglas. Western Maryland Materials In Allegany County and Garrett County Libraries. A bibliography. Available copy at ACC library in the Appalachia Room.

Western Maryland: The Back Country and The Frontier
Maryland Bicentennial Commission
2525 Riva Road
Annapolis, MD 21401
$1.00.

Westvaco Bicentennial Edition
Public Relations Dept. of Westvaco's Luke Mill
Luke, MD

PAMPHLETS, MAGAZINES AND NEWSLETTERS FOUND IN THE ALLEGANY COMMUNITY COLLEGE LIBRARY

Vertical File for Allegany County and Maryland - ACC

Allegany County, Maryland

Allegany County - Economic Conditions

Allegany County, Maryland - Industries

Directory of Manufacturers - Allegany County, Maryland

Maryland Symbols

Maryland At A Glance

Maryland - Constitutional Convention

Maryland Department of Transportation

Maryland - Description and Travel

Maryland Wildlife Federation

Medical Service - Maryland